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The Seer.

BY J. G. WHITTIER.

I hear the far-off voyager's horn,
I see the Yankee's trail—
His foot on every mountain pass,
On every stream his sail.

He's whittling round St. Mary's Falls,
Upon his loaded wain;
He's leaving on the Pictured Rocks,
His fresh tobacco-stain.

I hear the mattock in the mine,
The axe-stroke in the dell,
The clamor from the Indian lodge,
The Jesuit's chapel bell.

I see the swarthy trapper come,
From Mississippi's springs;
And war-chiefs, with their painted brows,
And crests of eagle wings.

Behind the scared squaw's birch canoe,
The steamer smokes and raves;
And city lots are staked for sale,
Above old Indian graves.

By forest, lake, and water-fall,
I see the peddler's show;
The mighty mingling with the mean,
The lofty with the low.

I hear the tread of pioneers
Of nations yet to be;
The first low wash of waves, where soon
Shall roll a human sea.

The rudiments of empire here,
Are plastic yet, and warm;
The chaos of a mighty world
Is rounding into form.

Each rude and jostling fragment soon
Its fitting place shall find—
The raw material of a State,
Its muscle, and its mind!

And, westering still, the star which leads
The New World in its train,
Has tipped with fire the icy spears
Of many a mountain chain.

The snowy cones of Oregon
Are kindled on its way;
And California's golden sands
Gleams brighter in its ray!

The Rattlesnake Hunter.

During a delightful excursion in the vicinity of the Green Mountains, a few years since, I had the good fortune to meet a singular character, known in many parts of Vermont as the rattlesnake hunter. It was a warm, clear day of sunshine in the middle of June. I saw him for the first time while engaged in a mineralogical ramble among the hills. His head was bald, and his forehead was furrowed with the deep lines of care

and age. His form was wasted and meager, but for the fiery vigor of his eye, he might have been supposed incapacitated by age and infirmities for even a slight exertion. Yet he hurried over the huge ledges of rock with a quick and almost youthful tread, and seemed earnestly searching among the crevices, and loose crags, and stunted bushes around him. All at once he started suddenly, drew himself back with a sort of shuddering recoil, and then smote fiercely with his staff upon the rock before him. Another and another blow, and he lifted the lifeless form of a rattlesnake up on the end of his rod.

The old man's eyes glistened, but his lip trembled as he looked steadfastly upon his yet writhing victim. "Another of the accursed race!" he muttered between his clenched teeth, apparently unconscious of my presence.

I was now satisfied that the person was none other than the famous rattlesnake hunter. He was known throughout the neighborhood as an outcast and a wanderer, obtaining a miserable subsistence from the casual charities of the people around him. His time was mostly spent among the rocks and rude hills, where his only object seemed to be the hunting out and destroying of the rattlesnake. I immediately determined to satisfy my curiosity, which had been strongly excited by the remarkable appearance of the stranger; and for this purpose I approached him.

"Are there many of these reptiles in this vicinity?" I inquired, pointing to the crushed serpent.

"They are getting to be scarce," said the old man, lifting his slouched hat, and wiping his bald brow; "I have known the time when you could hardly stir ten rods from your own door in this part of the State, without hearing their low, quick rattle at your side, or seeing their many-colored bodies coiled up in your path. But, as I said, they are getting scarce, the infernal race will be extinct in a few years, and, thank God! I have myself been a considerable cause of their extermination."

"You must, of course, know the nature of these creatures perfectly well," said I. "Do you believe in their power of fascination or charming?"

The old man's countenance fell. There was a visible struggle of feeling within him; his lips quivered, and he dashed his brown hand across his eyes as if to conceal a tear; but quickly recovering himself, he answered in the low, deep voice of one that was about to reveal some horrible secret:—

"I believe in the rattlesnake's power of fascination as firmly as I believe in my own existence."

"Surely," said I, "you do not believe that they have power over human beings."

"I do, I know it to be so!" and the old man trembled as he spoke. 'You are a stranger to me,' he said slowly, after scrutinizing my features for a moment, "but if you will go with me to the foot of this rock in the shade there," and he pointed to a group of leaning oaks that hung over the acclivity, "I will tell you a strange and sad story of my own experience."

It may be supposed that I readily assented to this proposal. Bestowing one more blow upon the rattlesnake, as if to be certain of its death, the old man descended the rocks with a rapidity that would have endangered the neck of a less practiced hunter. After reaching the place which he pointed out, the rattlesnake hunter commenced his story, in a manner which confirmed what I had previously heard of his education and intellectual strength.

"I was among the earliest settlers in this part of the country. I had just finished my education at Harvard, when I was induced by the flattering representations of some of the earliest pioneers into the wild lands beyond the Connecticut, to seek my fortune in the new settlement. My wife"—the old man's eye glistened for an instant, and then a tear crossed his brown cheek—"my wife accompanied me, young and delicate and beautiful as she was, to this wild and rude country. I never shall forgive myself for bringing her hither! never. Young man," continued he, "you look like one who could pity. You shall see the image of the girl who followed me to the new country."

And he unbound, as he spoke, a ribbon from his neck, with a small miniature attached to it. It was that of a beautiful female, but there was an almost childish expression in her countenance, a softness, a delicacy, and a sweetness of smile, which I have seldom seen in the features of those who have tasted even slightly the bitter waters of existence. The old man watched my countenance intently, as I surveyed the image of his early love.

"She must have been very beautiful," I said, as I returned the picture.

"Beautiful!" he repeated, "you may well say so. But this avails nothing. I have a fearful story to tell—would to God I had not attempted it; but I will go on. My heart has been too often stretched on the rack of memory to suffer any new pang.

"We had resided in the new country nearly a year. Our settlement had increased rapidly, and the comforts and delicacies of life were beginning to be felt, after the weary privations and severe trials to which we had been subjected. The red men were few and feeble, and did not molest us. The beasts of the forest and mountain were ferocious, but we suffered little from them. The only immediate danger to which we were exposed, resulted from the rattlesnakes which infested our

neighborhood. Three or four of our settlers were bitten by them, and died in terrible agonies. The Indians often told us frightful stories of this snake, and its powers of fascination, and although they were generally believed, yet, for myself, I confess I was rather amused than convinced by their marvellous legends.

"In one of my hunting excursions abroad, on a fine morning, it was just at this time of the year, I was accompanied by my wife. 'Twas a beautiful morning. The sunshine was warm, but the atmosphere was perfectly clear; and a fine breeze from the northwest shook the bright green leaves, which clothed to profusion the wreathing branches over us. I had left my companion for a short time in the pursuit of game; and in climbing a rugged ledge of rocks, interspersed with shrubs and dwarfish trees, I was startled by a quick, grating rattle. I looked forward. On the edge of a loosened rock lay a large rattlesnake, coiling himself as if for a deadly spring. He was within a few feet of me, and I paused for an instant to survey him. I know not why, but I stood and looked at the deadly serpent with a strange feeling of curiosity. Suddenly he unwound his coil, as if relenting from his purpose of hostility, and raising his head, he fixed his eye directly on my own. A chilling and indescribable sensation, totally different from anything I had ever before experienced, followed this movement of the serpent; but I stood still, and gazed steadily and earnestly, for at that moment there was a visible change in the reptile. His form seemed to grow larger and his colors brighter. His body moved with a slow, almost imperceptible motion towards me, and a low hum of music came from him, or at least, it sounded in my ear a strange sweet melody, faint as that which melts from the throat of a humming-bird. Then the tints of his body deepened, and changed and glowed, like the changes of a beautiful kaleidoscope, green, purple, and gold, until I lost sight of the serpent entirely, and saw only a wild and curiously woven circle of strange colors quivering around me like an atmosphere of rainbows. I seemed in the center of a great prism, a world of mysterious colors, and tints varied and darkened and lighted up again around me; and the low music went on without ceasing until my brain reeled: and fear, for the first time, came over me. The new sensation gained upon me rapidly, and I could feel the cold sweat gushing from my brow. I had no certainty of danger in my mind, no definite ideas of peril, all was vague and clouded, like the unaccountable terrors of a dream, and yet my limbs shook, and I fancied I could feel the blood stiffening with cold as it passed along my veins. I would have given worlds to have been able to tear myself from the spot—I even attempted to do so, but the body obeyed not the impulse of the mind, not a muscle stirred; and I stood still as if my feet had grown fast to the solid rock, with the infernal music of the tempter in my ear, and

the baneful colorings of his enchantment before me.

"Suddenly a new sound came on my ear. It was a human voice, but it seemed strange and awful. Again, again, but I stirred not; and then a white form plunged before me, and grasped my arm. The horrible spell was at once broken. The strange colors passed from before my vision. The rattlesnake was coiling at my very feet, with glowing eyes and uplifted fangs; and my wife was clinging in terror upon me. The next instant the serpent threw himself upon us. My wife was the victim! The fangs of the serpent pierced deeply in her hands; and her scream of agony, as she staggered backwards from me, told me the dreadful truth.

"Then it was that a feeling of madness came upon me; and when I saw the foul serpent stealing away from his work, reckless of danger, I sprang forward and crushed him under my feet, grinding him upon the ragged rock. The groans of my wife now recalled me to her side, and to the horrible reality of her situation. There was a dark livid spot on her hand, and it deepened into blackness as I led her away. We were at a considerable distance from any dwelling; and after wandering for a short time, the pain of her wound became insupportable to my wife, and she swooned away in my arms. Weakened and exhausted as I was, I yet had strength enough left to carry her to the nearest rivulet, and bathe her brow in the cool water. She partially recovered, and sat down upon the bank, while I supported her head upon my bosom. Hour after hour passed away, and no one came near us, and there, alone, in the great wilderness, I watched over, and prayed with her, and she died!

The old man groaned audibly as he uttered these words, and as he closed his long bony hands over his eyes, I could see the tears falling thickly through his gaunt fingers. After a momentary struggle with his feelings, he lifted his head once more, and there was a fierce light in his eyes as he spoke:—

"But I have had my revenge. From that fatal moment I have felt myself fitted and set apart, by the terrible ordeal of affliction, to rid the place of my abode of its foulest curse. And I have well nigh succeeded. The fascinating demons are already few and powerless."

Years passed since my interview with the rattlesnake hunter; the place of his abode has changed—a beautiful village rises near the spot of our conference, and the grass of the church-yard is green over the grave of the old hunter. But his story is fixed upon my mind, and time, like enamel, only burns deeper the first impression. It comes up before me like a vividly remembered dream, whose features are too horrible for reality.

J. G. WHITTIER.

Opinionative men believe nothing but what they can comprehend.

Love that Dieth Not.

Love not alone the gay,
The beautiful, the bright;
For youth will fade away,
Like day-beams into night.
But love the heart that's pure,
How plain soe'er the face:
Such love will long endure—
Such love cannot debase.

Love not alone on earth,
Those transient things of life,
Who like the rainbow's birth,
Soon fade 'midst shadowy strife.
But love the power that made
All that to man is given
Whose spirit doth pervade,
The universal heaven.

Love all things, great and small
From man to tiny flower;
Created were they all
By an Almighty Power.
For "God is Love," we know,
Whate'er may be our lot;
In life, then, let us sow
The Love that dieth not.

Collegiate Reforms.

PRESIDENT WAYLAND, of Brown University, has issued an elaborate work on College Reform. Such a work from such a mind was much needed. The plan of improvement proposed, contemplates radical changes in the course of instruction. It is proposed to raise \$125,000 in order to carry into execution his designs. It is said the money will be forth-coming almost immediately, three individuals having promptly subscribed \$20,000, each, toward the said sum.

The following from the Christian Chronicle, will afford an outline of what is proposed as a change:

I. Instead of four classes of students, each occupying an entire year, it is proposed to have as many classes, as there are distinct subjects of instruction. The student at his own or his guardian's option, may join just such classes as are preferred—for which he may be fitted—may progress as rapidly as his abilities will enable him, dividing his time as now, between several branches coterminously, or concentrating his efforts on one or two. In fine, this will leave each student very much to his own guidance, to mark out and follow the course which he prefers. Faithful and thorough examinations will be held at stated periods, when those who are proficient in any branch of education will be entitled to certificates of their attainments. When these are sufficiently numerous and satisfactory (so as by no means to let down the existing scale of requirements,) the individual may be admitted to the usual collegiate degrees. This plan will enable young men to study that which they desire to learn thoroughly, much more fully than they now do, and to pass over slightly or omit altogether, what they deem of less use or interest; in some instances to economize their time; in others, to occupy much more of it with advantage.

II. The several professors will not, as now, be placed on full salary. Each will receive a comparatively small sum with his appointment from the University. For the larger portion of his income, each will be dependent on the fees of his own classes. If his success in teaching renders him popular, and draws many pupils, his income will be large; while mediocrity and incompetence, will, per force, be starved into resignation more promptly than is now sometimes secured.

It is expected and proposed, that nearly every teacher will have two classes—one for the more thorough, and the other for the more superficial, so that both may be accommodated. It is proposed at once to more than double the number of the present professors; to teach all that is now embraced in the course of study laid down, and much more, as well as to teach all these things far better. In fine, the plan is to make the institution a real University in the German and Scottish sense of the word.

III. The public, therefore, it is supposed, will feel a livelier and more general interest in our halls of science; when so much more widely their portals are opened to them, and more points are offered where they meet their genial touch. It is thought that in this way, more generous benefactions will be called forth, to endow adequately those institutions which are really needed.

This whole plan was very cordially entertained by the corporation, and is now in the hands of a large committee, who will report upon it at a future meeting. In the mean time the opinion of men of large common sense may be freely expressed. One thing will be likely to strike the minds of all. Where else but in free Rhode Island, where antiquated dogmas have been repudiated from the beginning, could such an experiment more properly be made?

Human Life,**OR, THE FIRST AND LAST MINUTE.**

Minutes pass.—The anxious husband paces slowly across his study. He is a father; a man child is born unto him. *Minutes pass*—the child has been blessed by a parent, whom it cannot recognize, and pressed to that bosom to which instinct alone guides it for sustenance—the young wife, too, has faintly answered to a husband's questions, and felt his warm kiss on her forehead.

Hours pass.—The low moanings from the closely covered cradle tell of the first wants of its infant occupant. The quiet tread of the nurse speaks of suffering around her, while her glad countenance says that the very suffering which she is trying to alleviate is a source of joy, and the nameless articles which, from time to time, she arranges on the hearth tell of a new claimant for the courtesies and attentions of those who have progressed further on the pathway of existence.

Days pass.—Visitors are thronging the chamber, and the mother, pale and interesting after her

recent sickness, is receiving their congratulations and listening proudly to their praises of the little treasure, which lies asleep in its rocking bed at her feet. The scene shifts, and the father is there with her alone, as the twilight deepens around them, while they are planning the future destiny of their child.

Weeks pass.—The eyes of the young mother are sparkling with health, and the rose blooms again on her cheek, and the cares of pleasure and home engage her attention, and the father is once more mingling with the world, yet they find many opportunities each day to visit the young inheritor of life—to watch over his dreamless slumbers—to trace each other's looks in his countenance, and to ponder upon the felicity of which he is the bearer to them.

Months pass.—The cradle is deserted, but the chamber-floor is strewn with play-things, and there is a little one loitering among them, whose half-lisp'd words, and hearty laugh and sunny countenance tell you that the entrance into life is over a pathway of flowers. The cradle is empty, but the last prayers of the parents are uttered over the small crib, which stands by their own bedside, and their latest attention is given to the peaceful breathings of its occupant.

Years pass.—Childhood has strengthened into boyhood, and boyhood has gamboled along into manhood. Old connexions are broken—parents are sleeping in their graves—new intimacies are formed, a new home is about him, new cares distract him. He is abroad, struggling amid the business of life, or resting from it with those whom he has chosen from his own generation. Time is beginning to wrinkle his forehead, and thought has robbed his looks of their gaiety, and study has dimmed his eyes. Those who began life after he had grown up, are fast crowding him out of it, and there are many claimants upon his industry and love, for protection and support.

Years pass.—His own children have become men, and are quitting him, as he also quitted the home of his fathers. His steps have lost their elasticity, his hand has become familiar with the cane, to which he is obliged to trust in his walks. He has left the bustle which fatigued him. He looks anxiously in each day's paper among the deaths—and then ponders over the name of an old friend, and tries to persuade himself that he is younger and stronger, and has a better hold on life than any of his cotemporaries.

Months pass.—He gradually diminishes the circle of his activity. He dislikes to go abroad where he finds so many new faces, and he grieves to meet his former companions after a short absence, they seem to have grown so old and infirm. Quiet enjoyments only are relished—a little conversation about old times—a sober game—a religious treatise—and his early bed, form for him the sum total of his pleasures.

Weeks pass.—Infirmity keeps him in his chamber. His walks are limited to the small

space between his easy chair and his bed. His swollen limbs are wrapped in flannels. His sight is failing—his ears refuse their duty, and his cup is but half filled, since, otherwise, his shaking hand cannot carry it to his shrunken lips without spilling its contents. His powers are weakened—his faculties are blunted—his strength is lost.

Days pass.—The old man does not leave his bed—his memory is failing—he talks, but cannot be understood—he asks questions, but they relate to the transactions of a former generation—he speaks of occurrences, but the recollection of no one around him can go back to their scenes—he seems to commune with comrades, but when he names them it is found that the waters of time and oblivion have long covered their tombs.

Hours pass.—The taper grows dimmer and dimmer—the machinery moves yet more and more slowly—the sands are fewer as they measure the allotted span. The motion of those about him is unheeded, or becomes a vexation. Each fresh inquiry after his health is a knell. The springs of life can no longer force on its wheels—the “silver cord” is fast untwisting—the pitcher is broken at the fountain—and time “is a burthen.” His children are about him, but he heeds them not—his friends are near, but he does not recognize them. The circle is completed. The course is run—and utter weakness brings the cold damp, which ushers in the night of death.

Minutes pass.—His breathings grow softer and lower—his pulse beats fainter and feebler. Those around him are listening, but cannot tell when they cease. The embers are burnt out—and the blaze flashes not before it expires. His “three score years and ten” are numbered. Human life “is finished.”—*New England Galaxy.*

Labor.

The following remarks, under the head of “Labor,” are taken from “Chambers’ Information for the People,” a work which by no means belies its name:

To some descriptions of persons, labor is irksome. They are obliged, in their vocations, to use certain muscles, and those only. They repeat the same act throughout the day. Their labor becomes tedious because it requires little or no action of the mind. To this numerous class we venture to offer a relief which is within the easy reach of many of them. It is well known that the nature of habit is such, that the hands will do what they have been accustomed to do, without any obvious attention, and the mind is left to do what it will. The mind might be employed, while the hands are busy, in pursuing some connected train of thought. Muscular action, so far from being an interruption to the action of the mind, may be made to assist it. Persons who think intently are often seen to have some habitual movement; and we have heard several persons acknowledge that their best ideas had come to them when they were engaged in

some simple occasional duty, such as the folding of paper, or the cutting of the leaves of a book. The stir of body seems to produce a corresponding stir of mind. The relief which we suggest is, that sedentary laborers should provide themselves with subjects for reflection, and exact of their minds to attend to these subjects. By such simple means the memory may be strengthened, the stock of knowledge may be greatly increased, and the mind surprisingly invigorated. One might begin this exercise by attempting to remember, with the utmost precision, every act done during the preceding day, and so go back from day to day. Better still would it be, if the purpose were to see wherein one had not done as well as he might, and as he may wish he had done. This exercise may be applied also to the contemplation of subjects suggested by reading; and this contemplation will raise questions which will lead to the examination of books. There may be hundreds of poets, philosophers and moralists, at the work-benches in this country, who have no thought, of themselves, that they are such. It is in the power of any person who can read and understand the English language, to strengthen his memory, give himself an interesting employment and furnish himself with a rich fund of the truest philosophy, in this manner. He may commit to memory six lines, each successive day, of Pope’s Essay on Man, and on each day repeat all he had learned on preceding days. On the 218th day he would be able to repeat the whole essay. This might be done without losing one moment of time, and without making the slightest error in one’s work. When accomplished, it would be an intellectual treasure for which any man might be thankful, and of which he might be justly proud. The first efforts may be discouraging, but perseverance will ensure success. Every one who is accustomed to thinking can attest that most new subjects are at first confused and undefined; but they gradually disclose themselves, and fall into shape and order, just as material substances, used on the work bench and anvil, take that form, smoothness and polish, by successive operations, which the workman requires.

Dog Making in London.

This craft was once practiced in that great city, though with but limited and temporary success. The business had its origin in the great demand for pet dogs of certain breeds (principally Blenheim spaniels and small terriers, both Scotch and English,) taken in connection with the great mortality which marks the first year of canine existence. If there were any statistics on such matters, they would show us, there is little doubt, that above one-third of the dogs bred for pets, and designed literally for the lap of fashion, die in their first year. The dog-dealers, not much relishing this deduction from their profits, were in the habit, not many years ago, of fitting the

skins of their deceased favorites to the bodies of a more hardy race. A breed of mongrels was kept on hand, doomed to be promoted in course of time to the cast-off finery of the defunct elegantes. This process was so ingeniously accomplished, that the fraud could be detected only by the most minute inspection. We have seen one of these puppy masqueraders so cleverly indued with the hide of a King Charles’s spaniel, as not merely to preclude all likelihood of suspicion, but to baffle any investigation that could be made without exciting the animal’s outeries. The skin was not only cut to measure, and carefully sewed on, but was further attached by a powerful cement—and it is worthy of remark, that the experiment would have resulted in the speedy death of any animal which does not, like the dog, perspire through the tongue, as the cement used must necessarily prevent any perspiration through the skin. Such living manufactures were generally sold at the corners of the streets, and got rid of, if possible, out of hand, for reasons too obvious to mention. Dog-making may, however, now be considered as a branch that has become extinct. That spirit of improvement in the economy of manufactures, which of late years has tended so much to cheapen production, has had its effect upon the dog trade as well as others, the professors of which have arrived at a conclusion, the soundness of which we have no logical reason to doubt—namely, that it is more remunerative to steal the animals in a genuine state, than to fabricate false ones at the cost of no small labor and ingenuity, which, after all, for want of speedy sale, may be frequently thrown away.—*Chambers’ Journal.*

Game of Twenty Questions.

This game consists in finding out your thoughts by asking twenty questions. The questions are to be put plainly, though in the alternative if desired; the answers also to be plain and direct. The object thought of should not be an abstract idea, or anything so occult, or scientific, or technical, as not to be supposed to enter into the knowledge of the company, but something well known to the present day or to general history. It might be the name of any man or woman of ancient or modern renown; or any work or memorial of art well known, but not a mere event, as a battle, for instance. The discovery, if made, is to be the result of sagacious inference from the questions and answers, not of signs passing, or

Two persons (usually a gentleman and a lady) are chosen by the company, who fix in private upon *hocus pocus* of any description. * * * * * an article or subject. Two others are then chosen to endeavor to find out what is thought of; and this is to be done by asking *only* twenty questions as to its nature and qualities. A fifth is usually selected as umpire, who is made acquainted with the subject fixed on, and whose duty it is to see that all the answers shall be fair. The

answers are not to be such as are calculated to mislead; although, of course, it will be observed that the wider they are from the mark, the more difficult will the guessing be rendered. The following game was played at our correspondent's house on a recent occasion (during the Queen's visit to Ireland,) and it will afford a fair illustration of the nature and manner of the game.

Question. Does it belong to the animal, vegetable, or mineral kingdom?

Answer. To all three.

Q. Is it a manufactured article?

A. Always.

Q. Is it in this room?

A. No.

Q. Is it in this city?

A. No.

Q. Is it useful, or merely ornamental?

A. Useful.

(Here the idea struck the questioners that it was a vehicle of some sort; and they asked)

Q. Is it ever used as a conveyance?

A. It is.

Q. Is it used as a conveyance by air, earth, or water?

A. On the earth.

Q. What was the motive power?

A. Various.

Q. Is fire ever used in connection with its motions?

A. On some occasions it is.

Q. Has it a chimney?

A. No.

Q. Have any of us seen it?

A. Do not know whether you have or not.

(We began to suspect that it had some connection with the prevailing topic, the Queen's visit—so we asked)

Q. Is it in Ireland?

A. Yes.

(We immediately thought of the state railway carriage.)

Q. Has it any glass in it?

A. Yes.

And at the fifteenth question, namely, "Has it soft seats?" to which the answer was, "It has," we guessed that it was the "Royal State Carriage of the Great Southern and Western Railway," which had been brought to Ireland on purpose for the accommodation of the Queen, and were right.

The game occupied upwards of an hour, during which time, in the large company present, not one drop of wine was drank, and the most unflinching interest preserved.—*N. Y. Eve. Post*

A Good Man.

I would walk

A weary journey to the farthest verge
Of the big world, to kiss that good man's hand,
Who, in the blaze of wisdom and of art,
Preserves a lowly mind, and to his God,
Feeling the sense of his own littleness,
Is a child in meek simplicity.

A Sketch.

We clip the following from the Washington correspondence of the Boston Courier. It is one of the best things of the kind we have seen. The *Charcoal* sketch of the leading traits of character of Clay and Benton is admirably and truthfully done:

WASHINGTON, April 18.

The proceedings in the Senate yesterday are deserving of recital. So far as the debate went it was for the most part a war of giants. As to the pistoling, it was no war at all.

We went in a little after 1 o'clock. Mr. Benton had the floor, and was speaking in a mingled strain of humor, irony, broad caricature and energy, against the idea of mixing up California with the other subjects to be referred to Mr. Foote's committee. He was sneering, sarcastic and biting. The immediate occasion of the debate was a plan that Mr. Clay had advised to cut the throat of all Benton's amendments at one stroke of the razor. Mr. Benton had offered *fourteen* of them to the resolution appointing the committee on which he said he had determined to demand the yeas and nays, and also to debate them, so far as should be necessary. He likewise intimated at the time of offering them some days ago, that he might have to propose more, but of this he said, "deponent saith not, for deponent knoweth not." On yesterday, Mr. Clay introduced a general proposition to *negative* all of the amendments at once, and all that might hereafter be offered, by a general declaration, that the Senate would not instruct the committee at all; Mr. Benton's amendments being for the purpose of prescribing what the committee should and should not do. Mr. Clay having previously led the debate on the formation of the committee, and having now presented his summary mode of killing off the protracted opposition threatened by Mr. Benton to its formation, was of course a principal mark in Mr. Benton's sallies. And while the contumacious, intrepid and able Senator from Missouri was very courteous in tone toward his equally intrepid and unflinching antagonist, his remarks to the general subject were very bitter and scorching. He handled the matter with the strength of a giant. And while, as a matter of taste, a good deal that he said might be excepted to, yet no one that heard him would deny the exhibition, on his part, of great strength, great pungency and great skill.

Mr. Clay listened uneasily. He appeared savage and determined. His usual bland and facile countenance, so often looking as pleasant and changeable as the dimpled face of a lake, sparkling under a summer's sun, was now like the surface of the same sheet of water, with black clouds lying close down upon it, and with its foamy ripples torn up by fierce gusts. He took the floor the moment Mr. Benton concluded.—His personal appearance was a spectacle. His face and head were flushed with a sort of grayish blood. His wide mouth compressed with

that iron grip which never fails to indicate fierce and determined purposes. His iron-gray hair hung loose like a roused lion's mane well shaken, and altogether concealed his ears from sight. His small aristocratic looking hands quivered with agitation. His face spoke a thousand emotions. His black dress-coat hung loose about his person like a wrapper. His double-breasted vest buttoned to his chin, with his gold watch-guard dangling over his bosom, to the handling of which his active fingers often resorted, completed the *tout ensemble* of his presence. He went on with great animation in reply. He wore the mein of a champion who felt his power, and who was intensely determined to exert it and to triumph. He tossed his head, flashed fire from his eyes, scowled fiercely, stamped convulsively upon the floor, shook thunders from his tongue, and terrors from his countenance. The Henry Clay of yesterday was the **GREAT LEADER**, bespeaking himself suited for any emergency of peace or war. During the day he was on his feet several times, and on each occasion showed the same earnest and impassioned demeanor. Once he was called forth by Mr. Hale, who made a more happy effort than he usually does. Mr. Hale declared his belief that in the existing controversy the South would triumph. His points were good, his manner less frothy than common, and his rhetoric more pointed and effective. In his closing remarks he almost rose to genuine eloquence. Mr. Clay precipitated himself upon Hale with great temper and vehemence. But Hale's positions were too impregnable to be carried, and the old veteran gained no success by his mettlesome onslaught.

It was a singular sight throughout. Mr. Clay led the disunionists and the Democracy in general, while Benton headed the main Whig force. The sympathies of the Whig spectators were all with Benton, while Clay was the god of the Democrats. The Whigs admired and cheered the great expurger. The Democrats idolized and glorified the great embodiment. Thus the world wags. As a parliamentary match, it was just about equal. Benton's knowledge, experience, doggedness, resources and indomitable perseverance, can find no match in the Senate but Clay. Clay's great and versatile powers in the tactics of legislation, as well as in debate, his remarkable assurance and dictatorial manner, is an overmatch for any body but Benton. They are alike intolerant, alike intrepid, alike imperious, alike unbending and indomitable.

The Hydro-Electric Light.

After a period of six years, employed in a series of experiments, conducted upon the most philosophical principles, and continued with indefatigable perseverance, Mr. Henry M. Paine, of Worcester, has completed his "Magneto-electric Decomposer,"—an ingenious apparatus for evolving hydrogen and oxygen gasses from water,

by the agency of electricity, generated by mechanical means. The gases thus obtained may be used for light, heat, and motive power, and have already been practically tested for the two first named purposes, on a considerable scale, with wonderful effect.

At his residence, on Tuesday evening, April 23d, Mr. Paine exhibited the operation of his invention to a number of gentlemen of Boston, and Worcester, some of whom have considerable experience in the gas business, and others have taken great interest in plans and projects, having in view the production of artificial light at cheaper rates than it can be furnished by the means hitherto employed by gas manufacturers. Mr. Paine had his house brilliantly lighted up, although he used only one small burner for each room. The light was exceedingly strong and white, and so pure that the most delicate shades of blue and green in some colored prints could be instantly distinguished at a distance of several feet from the burner, (a common gas burner,) which was supplied with gas from a pipe, whose diameter did not exceed one-quarter of an inch.

At the same time that the light was being exhibited, the mode of using the gas for heating was also shown. A small jet of pure hydrogen, between two circular plates of iron, raised a few inches from the floor, was lighted, and in a few minutes an equal and genial heat was diffused throughout the apartment. Thus the astonished party had the light and heat together, supplied from the same source below, and their expressions of admiration were unbounded; nor were they abated when they were led down into the cellar to examine the exceedingly small machine by which the gas was made. The box containing it was about 18 inches square and eight in depth. We cannot give the details of the interior of the machine, but will simply state that, as its name indicates, it evolves magneto-electricity by purely mechanical action. From the above mentioned box there ran flat copper wires into the decomposing jar, which was about two feet in height and six or eight inches in diameter, partly filled with water; in this jar, by the action of the electricity just spoken of, pure hydrogen gas alone was formed from the water, whence it passed into two gasometers or reservoirs about the size of a barrel each. The pole, at which oxygen gas is liberated, on this occasion passed into the ground, so that hydrogen only was evolved by the action of the machine. The process of carbonizing the hydrogen for illumination is exceedingly simple, and was open to view; it is very cheap, so much so that Mr. Paine says that the cost of carbonizing the gas he has burned in his house in three burners, every evening for a week, has not yet amounted to *one cent*. The hydrogen is used for the general purposes of light and heat, and the oxygen can also be secured in a second jar, and may be used with the hydrogen to produce the "calcium light" for light-houses.

Mr. Paine has also discovered a principle by which he can regulate the quantity of electricity to be discharged into the decomposing jar. A large machine has recently been perfected by Mr. Paine of sufficient power to supply three thousand burners with gas; it is set up in the Worcester Exchange, and only occupies a space of three feet square by six inches in height.

One cubic foot of water will make 2,100 feet of gas, and a weight of 67 lbs., falling nine feet in an hour, will make from this large machine 1,000 feet of gas. The apparatus can be applied to gas works of any kind, and be used with any of the gas fixtures at present in fashion.—*Boston Post*.

Dental Parasites.

At a meeting of the American Academy, December, 1849, a paper was read by Dr. H. I. Bowditch, on the animal and vegetable parasites infesting the teeth, with the effects of different agents in causing their removal and destruction. Microscopical examinations had been made of the matter deposited on the teeth and gums of more than forty individuals, selected from all classes of society, in every variety of bodily condition, and in nearly every case animal and vegetable parasites in great numbers had been discovered. Of the animal parasites there were three or four species, and of the vegetable one or two. In fact, the only persons whose mouths were found to be entirely free from them, cleansed their teeth four times daily, using soap once. One or two of these individuals also passed thread in between the teeth to cleanse them more effectually. In all cases the number of the parasites was greater in proportion to the neglect of cleanliness.

The effect of the application of various agents was also noticed. Tobacco-juice and smoke did not impair their vitality in the least. The same was also true of the Chlorine Toothwash, of pulverized bark, of soda, ammonia, and various other popular detergents. The application of soap, however, appeared to destroy them instantly.—We may hence infer that this is the best and most proper specific for cleansing the teeth. In all cases where it has been tried, it receives unqualified commendation. It may be also proper to add that none but the purest white soap, free from all discolorations, should be used.—*Annual of Scientific Discovery*.

New Scientific Discovery.

The Paris correspondent of the London Times says: "The scientific world has been in a state of commotion during the whole week, in consequence of the publication of the discovery of the long sought for secret of the fusion and crystallization of carbon. The Sarbonne has been crowded, for the last few days, to behold the result of this discovery in the shape of a tolerably sized diamond of great luster, which M. Desprez, the happy discoverer, submits to the examination of

every chemist or savan who chooses to visit him. He declares that, as long ago as last autumn, he had succeeded in producing the diamond, but in such minute particles as to be visible only through the microscope, and, fearful of raising irony and suspicion, he had kept the secret until, by dint of repeated experiments and great labor, he had completed the one he now offers to public view. Four solar lenses of immense power, aided by the tremendous galvanic pile of the Sarbonne, have been the means of producing the result now before us. M. Desprez holds himself ready to display the experiment whenever it may be required. 'The diamond produced is of the quality, known in the East as the black diamond, one single specimen of which was sold by Prince Rostoff to the late Duke of York, for the enormous sum of £12,000!'

From the National Intelligencer.

Globe Lightning at Sea.

The occurrence of what is termed "globe lightning" has rarely been witnessed at sea; and when such phenomena have been observed, they have seldom found any chronicle other than the "logbook."

A recent instance, reported in the newspapers, suggests the communication of a rather remarkable exhibition of the kind, which somewhat astonished all hands on board the U. S. S.—while crossing the gulf stream in the winter of 1848.

The weather, during the afternoon, was clear and pleasant, wind fresh from the southwest. Towards sunset, black clouds gathered in the northwest, and the ship was prepared for a violent and sudden shift of wind.

About 7 o'clock, the change of wind came in a tremendous squall from the northwest, accompanied with heavy rain. The yard-arms and mast-heads were immediately illuminated by those familiar meteors called by sailors *corps sarto's*. Before these ghastly lights had vanished, a huge "globe of fire," about the size of, and resembling the full moon when rising in a hazy horizon, made its appearance on the lee beam, and floated slowly toward the ship, dazzling the eyes of the beholders and slightly confounding many experienced nautical intellects, until, when apparently just above the mainmast, it burst exploding with the noise of an extensive *feu de joie* of musketry. The fragments sailed aloft like myriads of rockets, and a smoke and a sulphurous smell remained about the ship for some little time, so that it was difficult to get rid of the impression that fire had been communicated to the vessel; the main top-sail particularly, from the effect of the smoke and glare, seemed to be in flames.

On examination, it was found that the ship had not sustained any injury, but two men were picked up insensible, who had been knocked down while standing by the pumps near the mainmast.

Although the sudden appearance, amid the gloom and wildness of the storm, of this enor-

mous mass of electricity, its slow flight toward the ship; and its loud, startling, and fiery explosion overhead, may have made up a *tableau* approaching the sublime, yet it must be admitted that the sight was by no means productive of a comfortable state of feeling among the lookers on.

It may be mentioned, also, that the situation of the ship herself, at this moment, did not contribute in the least to an easy or indifferent view of things.

At the time the wind shifted, the staple of the wheel ropes drew out of the barrel of the wheel; the rudder became useless; the light in the binnacle got extinguished, and before resort could be had to relieving tackles, the ship had "broached to," her main topsail shaking in the new wind abeam, and the old sea coming aboard over the stern and quarter, after the manner that high breakers roll upon the beach.

It was just as the peril was passing away that the lunar like assailant appeared in the air, to add its effects to the accidents of the gale, and to the after occurrences of what befel during that memorable night.

WASHINGTON, April 22, 1850.

W.

The Schoolmaster.

BY J. WHITTIER.

Jeremiah Paul was a short, round personage, with a quick, I had almost said a spiteful little grey eye—a bald head in front, and a short, stiff cue behind. He was a wonderful man to look at, and his history was no less so than his person. At one period he was the village schoolmaster—a rare pedagogue and learned being—it is said not only familiar with Dilworth's spelling book and the psalter, but also with such difficult mathematical problems as are comprehended in the elementary principles of Pike's arithmetic. It may be readily supposed that such a ripe and rare scholar would not be suffered to remain long in obscurity. His talents were not of an order "to blush unseen," and accordingly in his fortieth year, he was honored with the office, and enriched with the emoluments appertaining to no less a dignitary than a justice of the peace.

But we are getting a head of our story, and with the reader's permission, we will go back a few years, and introduce to him the wife of Mr Paul. She, too, was an uncommon character—a great, good-natured, handsome romp, who used to attend school on purpose, to use her own phrase, "to plague Master Jerry." And, verily she was a plague! She used to bounce in and out whenever she pleased; she pinched the boys, inked the faces of the girls, and finally, to such a pitch did her audacity arrive, that she even presumed to lay hands on the nicely powdered cue of the dominie himself!

Jeremiah was leaning over his desk in a mus- ing attitude, engaged in profound mathematical calculation respecting the probable value of the tenant of his landlord's pig-stye, when this out-

rage took place. He had already placed the subject in a half dozen different attitudes before his mind's eye, and was just on the point of committing his lucubrations to the fragments of a slate upon which his elbow was resting, when a vigorous jerk at the hairy appendage of his pericranium started him bolt upright in an instant, and drew from him a cry not unlike that of the very animal which was the subject of his scientific cogitations.

Jeremiah did not swear—he was an exemplary and church-going pedagogue; but his countenance actually blackened with rage and anguish, as he gazed hurriedly and sternly around him; and the ill-suppressed laughter of his disciples added not a little to his chagrin.

"Who? who? who? I say!" He could articulate no more. He was nearly choked with passion.

"That great ugly girl there, who pinches me so," said a little ragged urchin, with a dirty face.

Jeremiah confronted the fair delinquent; but it was plain, from his manner, that he had much rather have undertaken the correction of his whole school beside, than that of the incorrigible offender in question. His interrogating glance was met by a look, in which it would have been difficult to say whether good nature or impudence predominated.

"Did you meddle with my cue?" said the dominie; but his voice trembled—his situation was particularly awkward.

"I—I—what do you suppose I want of your cue!" and a queer smile played along her mouth—for a pretty one she had, and what is worse, the dominie himself thought so. Jeremiah saw that he was about to lose his authority—he hemmed twice, shook his head at such of the rogues as were laughing immoderately at their master's perplexity, and reaching his hand to his ferule, said—

"Give me your hand, miss." His heart mis- gave him as he spoke. The fair white hand was instantly proffered, and as gently too as that of a modern belle at a cotillion party. Jeremiah took it—it was a pretty hand, a very pretty hand; and then her face—there was something in its expres- sion which seldom failed to disarm the peda- gogue's anger. He looked first at her hand, then at her face, so expressive of a roguish confi- dence; then at his ferule—a rude heavy instrument of torture, entirely unfit to hold companionship with the soft fair hand held in durance before him. Never, in all the annals of his birchin authority had Jeremiah Paul experienced such perplexity. He lifted his right hand two or three times, and as often withdrew it.

"You will not strike me?" said the girl.

There was an artless confidence in these words, and the tone in which they were uttered, that went to the heart of the pedagogue. Like Mark Antony before the beautiful Cleopatra, or the

fierce leader of the Volscii before his own Vir- ginia, the dominie relented.

"If I pardon you for this offence, will you conduct yourself more prudent in future?"

"I hope I shall," said the prudent young lady, and the master evinced his affectionate solicitude for the welfare of his pupil, by pressing the hand he had imprisoned; and the fair owner expressed her gratitude for such condescension, by return- ing the pressure.

They were married just six months afterward. So much for lenity in school discipline.

Another Mammoth Cave.

A Milwaukie correspondent of the Hartford Courant gives this description of a Western Cave:

It has long been known that near Madison, the capitol of our State, and 90 miles west of this place, there was a cavern of considerable extent; but it has never been extensively ex- plored, until a couple of weeks ago. Then a party of five men, headed by Howel Lumley, Esq., a member of our State Legislature, and, as I am informed, a man of veracity, arranged for a full exploration of the cave, taking with them rations for a week's absence, a canoe and other needful provisions. Mr. L. has just published in the Madison Argus, a letter of three columns, detailing generally the adventures and discove- ries of the party. Some facts which he states are sufficiently startling, wonderful, and even sublime.

"The party were in the cave near five days, during which they were constantly progressing, except so much time as was necessary to recruit their exhausted energies, and when, after explor- ing in all directions, they finally emerged from the cave, it was by another opening which they discovered, some miles distant from that by which they entered. Mr. L. speaks of the ex- traordinary vastness of the cavern at different points, its great width, and in one place he sup- posed the height to be full 70 feet; his impres- sion is, that it extends over much of the two counties of Dane and Iowa, and he is enthusias- tic when he refers to the novelties, curiosities and great mineral wealth which abound within this mammoth of a cavern.

"At one point of their route they traversed over and among large masses and blocks which they supposed to be rock, but which proved, on examination, to be galena—lead ore of fine qual- ity; this was spread over a surface of three miles. The party concluded there could not be less than 200,000 tons of it. Fine specimens of copper ore were discovered, and at one point eleven ounces of nitrate of silver were found.— Crystals were abundant, and calcareous incrusta- tions, stalactites and stalagmites, of large size, abundant; of the two latter, one or two of im- mense labyrinths were discovered. During this subterranean journey, the party came to a very considerable waterfall, the roar of which, long before they reached it, had attracted their notice. At the foot of this they discovered a lake of con- siderable dimensions, and which in their canoes they partially explored. The greatest depth they discovered on sounding this lake, was thirty-seven feet four inches."

THE SCHOOL FRIEND, AND OHIO SCHOOL JOURNAL.

CINCINNATI, JULY 1, 1850.

Superintendent of Public Instruction.

It is a settled principle in regard to all agencies, that the zeal and fidelity of the agent will be proportioned to the care and enlightened interest, with which his proceedings are superintended and encouraged by the principal. Very few persons are sufficiently upright, zealous and disinterested, to be intrusted for a long time with an agency, which no human eye supervises. The agent, however faithful, intelligent and devoted, still needs the animating and encouraging assurance, that his labors are known and appreciated, and that he is not left to pursue his solitary and exhausting toils, without sympathy or approbation. The teacher is employed in one of the most delicate, difficult and important tasks, which, in the arrangements of Providence, is committed to human hands;—and upon enlightened and faithful execution of which, depend, in a great measure, the prosperity and glory of our beloved country, the happiness and dearest interests of our children.

It is, therefore, the highest interest, the imperative duty, of the State to provide for its schools, the wisest, most vigilant, thorough and searching supervision within its power.

Among the various systems and modes of supervision which have been proposed, or put in practical operation and thoroughly tested, none have been found more useful and efficient, than that by State, District, or County and Town Superintendents.

The appointment of these officers, and especially of State and District Superintendents, is earnestly desired by the most enlightened friends of popular instruction throughout the State. They should, therefore, receive the early and deliberate consideration of the Legislature.

In creating the office of State Superintendent, great care should be taken, that the mode of appointment be such as to secure the selection of an able and judicious incumbent, a man of fair, scientific attainments, general intelligence, and above all, a man of moral worth, great experience, and acknowledged reputation as a practical, successful teacher, with some knowledge of our civil jurisprudence.

Among the general duties of the State Superintendent, the following may be enumerated, viz: To visit as many of the counties and large towns in the State as practicable, and deliver addresses before the people, with a view to enlist their feelings, and secure their active co-operation in the important work of school reform; To encourage and stimulate trustees and school examiners to a more punctual, earnest, faithful and fearless discharge of their important duties; To meet the teachers in State and county conventions, and at institutes, animate their exertions, enlighten them upon the best methods of organizing schools, and of communicating instruction, and to exemplify before them the best methods of teaching.

Among the duties of the District or County Superintendents, the following may be mentioned, viz:—

To visit schools, give counsel and instruction as to their management, point out errors and suggest the proper remedies; to hear classes, encourage teachers to visit each others' schools and interchange views upon the science and art of teaching; to examine teachers, and hold institutes; to inquire into all matters relating to the government, discipline, course of instruction, studies, text books, condition of school houses, &c.; To advise and counsel with parents and school officers in relation to their duties, especially in relation to the selection of suitable sites for, and the erection thereon, of school houses of attractive external appearance, of internal finish, convenience and adaptation;—To rec-

ommend to teachers and school visitors whatever may promote sound education, elevate the character and qualifications of teachers, improve the means of instruction, and advance the interests of the schools at large; and to gather up, as they pass from town to town, or from county to county, all the improvements in the principles and modes of teaching, which may be found in particular schools, and then distribute them all over the county and district, so that all improvements, all useful information on the great subject of education, which are now local, may become universal, and that correct views on this all-important subject, may be multiplied by the number of minds capable of understanding them.

The duties of a State Superintendent may be classed under three heads or subdivisions, viz:

1. statistical; 2. judicial; 3. supervisory, or visitatorial; This first class of duties are, to prepare and distribute to the proper school officers throughout the State, suitable blank forms for making the various reports, that may be required of them; to receive, collate and distribute, in such manner as may accord with the provisions of the school laws and other legislative requisitions, educational statistics; to make an annual report to the General Assembly of such statistics, facts and suggestions as may be deemed of general utility; to digest plans for the organization and government of the various grades of schools, and distribute the same among the schools and school boards and school officers of the State.

His second class of duties are, to give instructions and prepare forms for conducting all official proceedings, and distribute the same to school officers; to decide all cases that may come before him, on appeal or otherwise, from the acts and proceedings of subordinate school officers; in short, to see that all the school laws, the whole school system, are carried out in their true spirit and vigor.

His third class of duties are those of a general school visitor, and have already been explained, as far forth as may be necessary or proper in an exposition of his general duties.

The duties of the District Superintendents have already been specified in general terms. They may be summed up as follows, to wit:—To inspect teachers; visit schools, hold teachers' institutes; gather up and disseminate valuable information throughout his entire district, upon whatever appertains to a teacher's duties; make abstracts of the reports of town and county school Boards or officers, and forward the same, with a report of his own doings, to the State Superintendent.

The duties of a County Superintendent are nearly of the same character with those of the District Superintendent, only more circumscribed in respect of territorial jurisdiction, and of subordinate grade. Those of the city and town Superintendent are still more limited in these respects, but of the same general nature.

It may be well to state before closing this article, that we regard the "Act" for the appointment of a State Board of Public Instruction as materially defective in some of its provisions, and injudicious in others. Upon the most mature deliberation, and after numerous consultations with those who have made the matter of the general supervision of schools, one of continued observation and investigation, for years, we have settled down under the conviction: 1. That it is injudicious to require the State Superintendent to leave the office at the expiration of one year, without the possibility of returning him to that office, however capable and efficient he may be, till the lapse of four years.

2. That it is not good policy for the Legislature to tie up its hands so, that it cannot prevent the District Superintendent from passing into the office of State Superintendent, however incompetent or inefficient his four years' service may have shown him to be.

3. That the Act is defective in not making special provision for those cities and towns which are under a special and distinct school law and organization. Section 6 of said Act declares, "that each applicant for a

certificate to teach a common school, under the school laws of the State, shall pay the clerk of the County Board of Examiners, upon the receipt of such certificate, signed and countersigned, as provided in the foregoing section, the sum of one dollar," &c. "But no teacher shall receive payment from the public funds for tuition, except on presentation of his or her certificate."

Now, the teachers of the Cincinnati schools, for instance, are not examined by a county, but a city Board of Examiners; and the repealing clause of the Act does not obviate the difficulty; for there are about one hundred and fifty teachers employed in the said city schools, who receive monthly payments for their services; besides, changes are made every few days, some resign from ill health, some to get married, some to move away, and others to embark in a different business; so that a city Board of Examiners, holding frequent meetings seems indispensable. The plan proposed by said Act, would produce serious inconvenience, if not prove utterly impracticable. There are other provisions in the "Act," that require some modification, but as this article is already prolonged far beyond our original design, we leave the discussion of them for a future number. The proposition is, therefore, respectfully submitted, whether the State Superintendent, should not be appointed for three years. This would prevent the instability always consequent upon frequent changes, and leave the appointing power free to re-appoint the State Superintendent, or to select the district Superintendent, who had proved himself most competent and most efficient, or to choose some other eminent individual.

It is also gravely submitted, whether the mode of raising funds to defray the expenses of the Board of Instruction, provided by said Act, is the appropriate one. It seems to us that, to tax all teachers alike, whether male or female, rich or poor, the recipients of high or low salaries, is both ill-judged, and somewhat oppressive.

Normal Schools.

It is admitted, at least, by intelligent, reflecting philanthropists, that upon the virtue and knowledge of the people, must mainly depend the prosperity and permanency of the happy form of government under which we live; that upon no other basis can the superstructure of freedom be successfully reared; but resting upon this, it would resist alike the encroachments of a foreign, or the machinations of a domestic foe.

If this is sound doctrine, the conclusion seems to be irresistible, that one of the highest duties, as well as noblest privileges of a self-governed people, is, to build up a wide-spread, judicious system of universal education,—a system worthy of enlightened, patriotic statesmen to give, and of a great nation to receive.

To establish and carry into practical and successful operation such a system, must evidently be the joint work of the legislature which organizes and superintends the people who employ, and the instructors who teach. In framing the organic school law, provision should be made, not only for the establishment, maintenance, and wise supervision of a sufficient number of properly graded schools, for the thorough education of every child in the land, but also for the creation, ample endowment, and proper management of one or more State Normal Schools. The opinion is now pretty generally entertained by intelligent educators, that our public school system cannot be brought up to the point of excellence demanded by the nature of our political institutions, without a more special training or preparation of teachers for their difficult and responsible office, than they have ever yet received;—that teachers, like those engaged in other trades and professions, need the instruction, and the skillful and enlightening supervision of a master workman,—need to go through the practical details of teaching, under his vigilant and practical eye.

In behalf of the creation and ample endowments, by

the State, of a suitable number of Normal Schools, the following reasons, in addition to what has already been said, may be assigned, viz :

1. Education is an *art*, and, therefore, demands a thorough acquaintance with the means or processes, by which it is to be conducted, and great skill in the detail and application of those means for its successful prosecution.

2. Education is a *science*, founded on the nature of man ; and that science must be deduced, as well from the study of that nature, as from the collective experience of mankind ; and, therefore, a teacher should possess a knowledge of the human mind as the subject of improvement, and a knowledge of the means best adapted wisely to unfold, guide and strengthen its growing faculties.

3. If it is absurd for a man to practice law or medicine, without any special study or instruction preparatory to his profession, so it is absurd in itself—fraught with danger to the subject, and with presumption in the operator, for one to attempt, without previous preparation, to educate a child, so that when he becomes a man, all his various faculties and powers shall have a relative and proportionate activity and vigor.

4. That Normal Schools, established on right principles, are the appropriate ones to give this specific training, this enlightening preparation is evident from the following considerations. In such a school the pupils, besides pursuing those subjects of study which they will be required to teach, and receiving lectures on the theory of their art, are actually exercised in the presence of the professor, in making a practical trial of the various methods of communicating instruction and conducting exercises ; and all possible pains is taken to inspire them with high and enthusiastic notions of the dignity and importance of their office.

5. Such schools are most likely to introduce improvements in teaching, because they are able to command the highest and most cultivated talent,—men of experience, learning and practical skill. Besides, in such schools, all the energies, and inventive powers, and tact of the teachers are directed to the one grand object.

6. It is the business of a Normal School to develop the *science*, or philosophical principles on which the work of education is to be conducted ; to teach the *art*, or manner in which those principles are to be applied ; to collect facts, to deduce principles, to diffuse a knowledge of improvements, to submit the views of men who have thought much upon this subject, to those who have thought but little ; to send out missionaries to every county and town in the State, who shall diffuse both the art and the science of teaching more widely through our community than they ever yet have been, and thus give that impulse and scope to the law of progress in education which is given in all other enterprises or professions.

7. The common schools are altogether inefficient for this purpose, or at least most of them ; and it must be idle to think, that minds already deadened by studying in common schools under incompetent teachers, can be the means of awakening those schools to a new life ; besides, whenever schools furnish their own teachers for a long period of time, there is a strong tendency towards mechanical and monotonous modes of instruction ; they never will fire themselves with the spirit of self improvement ;—they never can shake off through means furnished by themselves, the paralysis and stupor which now chills and deadens them.

8. High schools and academies, alone, cannot fully accomplish the work, for the reason that they do not make adequate provision for exercising the pupils in the practice of teaching ; in most cases, too, they are engaged too exclusively in studies other than those which are taught in the common schools ; while in a knowledge of the latter they are often quite deficient, or, at least, unskilled in the correct methods of teaching them.

Again, the theory and practice of teaching, instead of being kept constantly before the pupils, as in a Normal School, is only a subject of occasional discussion ; and the pupils who are candidates for the TEACHER'S profession, by mixing with those who are aiming at some of the *learned* professions, lose the ambition which they once had to become good teachers, or exchange it for a desire to enter some other profession, which promises more fame, more laurels, or more emoluments.

9. These schools do not sufficiently exercise the ability of the pupil to impart knowledge, to wake up mind, to govern and influence the feelings and dispositions of those who may be placed under their charge, when they shall go forth to exercise the *sacred office of teacher*.

10. They do not sufficiently enlighten and instruct their pupils in regard to the various *methods* of teaching, and in the most effectual plans for organizing and disciplining schools, so that when they go forth to dispense the blessings of education to others, they shall be missionaries, not only of judicious methods, but possess that enlightened zeal and enthusiasm for their calling, which shall quicken and rouse others to a more efficient and zealous discharge of the responsible work committed to their hands.

11. A Normal School, if properly established and endowed, is susceptible of a division into departments, or professorships ; and hence, each teacher, or professor can devote all his skill, talents and energies, to a single department or branch of the profession. His reading, his observation, his experiments, his ingenuity, his inventive powers, can all be employed in perfecting his pupils in the art of teaching a single subject. Such a division of labor must necessarily result in great and decided improvements in thorough and practical teaching. In short, a Normal School is to our profession, what the medical college with its dissecting room, clinical lectures and laboratory, is to the student of medicine.

12. A Normal School tends most essentially to create among teachers an *esprit du cœur*, sympathy and feeling, a concert of action, a disposition to aid each other in the great work of educational reform. Educated in the same school, and having the great bond of brotherhood cemented by kindred pursuits, objects, sentiments, and thoughts, they will be more likely to go forth with purposes too high and noble to allow them to descend to a practice which has too often degraded, and still is, to some extent, degrading our profession. We allude to the practice of endeavoring to obtain place, rank, and consideration, by disparaging those who seem to stand in our way.

In Normal Schools more attention is paid to mental and moral philosophy, than is usual in Academies and High Schools. The intellectual faculties and the moral susceptibilities are made more the subjects of searching investigation—The mind, as a subject of education, is more profoundly studied ; the natural order and progression in the development of its faculties, are more duly considered ; the means by which every power is brought into action, strengthened or enfeebled, are topics of more frequent discussion ; in short, great pains are taken in such schools to enable the pupils to become well versed in human nature ;—to know the power of conscience, and the means of reaching it ;—to understand the influence of motive, and the number and nature of a child's faculties and their related objects ;—to comprehend the principles of mental and moral action ;—to find out the avenues to the human heart ;—to ascertain how to remove prejudice,—to conciliate affection, and excite attention ;—to soothe or arouse, to inflame or allay, to restrain or hurry on to action.

These are among the means made use of in Normal Schools, to qualify teachers for their high vocation, that they may duly understand the nature and delicacy of the materials with which they have to deal ; that they may know how to touch the right spring, at the right time, and with the right pressure.

Report of the State Superintendent of Schools in Ohio for 1849.

This Report has just been issued from the office of the Printer. From it we learn, that Reports more or less full were received from all the counties in the State except five. The following topics are discussed in the body of the Report ; 1. The statistics of schools, as reported for 1848. 2. School Funds. 3. The necessity of a revision of the School Laws. 4. The importance of a supervision of schools by the County Superintendents. 5 The need of a State Superintendent. 6. The importance of Education ; an abstract of the address delivered by Mr. Galloway, before the State Teachers' Association. The Appendix contains the usual Tabular Reports ; the Act for securing returns of the Statistics of Common Schools ; full reports from the Superintendent of Schools in Astabula county, and the Auditor of Licking county, and extracts from the Reports of several counties ; and a Report from the Superintendent of public schools of Columbus.

The number of children and youth enumerated in the fall of 1849, was 796,199 ; the sum apportioned to the several counties was \$293,158.86. The number of whole and fractional districts, 10,806 ; number of schools 11,075 ; number of teachers, male, 7,905, female 4,374, total, 12,279 ; number of scholars enrolled, males 203,738, females 153,870, total 357,608 ; number in average daily attendance, 318,256. Amount of wages paid to teachers from public funds, \$444,785.97 : to males \$350,661.98, to females \$94,124.99 ; amount paid from other sources \$104,322.92, to males \$85,145.33, to females \$19,177.59 ; total paid to teachers, \$549,109.89. Number of months common schools have been taught, 40,290 $\frac{3}{4}$, by males 28,318 $\frac{3}{4}$, by females, 11,972 ; school houses built 158 ; cost of building \$36,442.53 ; building funds raised by tax \$45,506.49.

But as the Reports from many counties are imperfect, the Superintendent estimates that the number of school districts is at least 12,000 ; the number of persons employed in teaching, 14,000 ; and the scholars enrolled in the schools 500,000.

The sum to be apportioned to the counties for the present year is \$295,050.81 ; quite too small a sum, certainly, for the State of Ohio to devote yearly to the education of nearly 800,000 youth.

The Superintendent urges again the necessity of an entire revision of the School Laws. This subject has been so often presented and its importance so clearly shown, and the absolute necessity of such a revision is so universally acknowledged, that it would seem that not a single session of the Legislature would be allowed to pass without making provision for its accomplishment, still the work is not done. Thus, from year to year, has this great interest, the school system of the State, affecting, as it does, directly, one quarter of our entire population, and exerting upon the present and all future generations of youth, an influence which no language can adequately describe, and no finite mind can estimate, been passed by, and made to give place to local legislation affecting only the property of a few scores of individuals !

The importance of an efficient supervision of common schools by county Superintendents, and the paramount importance of having at least one State Superintendent, are clearly and forcibly set forth.

The portion of Mr. Galloway's address contained in the report, will be read with interest throughout the State, and it is to be hoped the report will have a wide circulation.

Elocution an Exercise.

The subjoined exercise is composed of extracts from some half a dozen celebrated speeches, delivered on very memorable occasions by orators of high renown. The predominant sentiments are, strong assurance, firm re-

solve, determined purpose, and solemn warning. The delivery requires slow time, grave style, great force, orotund and pectoral quality, earnest, and sometimes vehement, expression.

The extracts may be spoken by two pupils, responsive to each other, and standing on opposite sides of the room. A principal object to be effected by an exercise like the following, is the acquisition of the "orotund quality;" by which is meant the "pure tone," deepened, enlarged and intensified, for the more earnest and vehement expression of strong emotion or deep conviction. It is something more than loudness of tone. It is a rich volume of trumpet sound. To obtain this quality of voice, the pupil must breathe deep, give a full expansion to his chest, a very free egress to the breath, and, by its larger volume of sound, and greater emissive force, use more breath in the production of sound, than is ordinarily done, taking care to use the larynx so skillfully, that every particle of air passing through it, be converted into sound. Such exercises, practiced skillfully, and at regular intervals, will soon produce volume and purity of tone, and enable the pupil to express the utmost depth, intensity and sublimity of emotion. It must not be forgotten, that, when *passion rouses* or *inspires* the soul, the intense excitement of feeling then demands, that *volume and force* should predominate in expression. Purity of tone must, indeed, even in such cases, be preserved, to constitute that utterance which, while it assumes an intense energy, still indicates in the pure quality of the vocal sound, the delight which the soul feels in the consciousness of powerful action. But the properties of voice which, in these circumstances, predominate in the utterance, and fall most impressively on the ear, are volume and energy, combined with ample resonance in the throat and chest.

EXTRACTS.

A. Yes, fellow citizens, I repeat it, you yourselves are the contrivers of your own ruin.

B. I tell you, though you, though all the world, though an angel from heaven, should declare the truth of it, I could not believe it.

A. Whatever be our fate, be assured, be assured, this declaration will stand.

B. It is my living sentiment, and, by the blessing of God, it shall be my dying sentiment; Independence now, and Independence FOREVER.

A. We may not live to the time when this declaration shall be made good. We may die; die colonists; die slaves; die, it may be, ignominiously, and on the scaffold; be it so, BE IT SO.

B. All that I have, and all that I am, and all that I hope in this life, I am now ready to stake upon it; and, leave off as I began, that, live or die, survive or perish, I am for the declaration.

A. If it be the pleasure of Heaven, that my country shall require the poor offering of my life, the victim shall be ready at the appointed hour of sacrifice,—come when that hour may.

B. But while I do live, let me have a country, or at least the hope of a country, and that a free country.

A. Let the consequences be what they will, I am determined to proceed. The only principles of public conduct which are worthy of a gentleman, or a man, are to sacrifice estate, ease, applause, and even life, at the sacred call of his country.

B. I stand in the presence of Almighty God, and of the world, and I declare to you, that if you lose this charter, never, no, NEVER, will you get another. We are now, perhaps, arrived at the parting point. Here, even here, we stand on the brink of fate. Pause! for Heaven's sake, PAUSE!

A. Our enemies may, if it be God's will, gain our barren and rugged mountains. But like our ancestors of old, we will seek refuge in wilder and more distant solitudes, and when we have resisted to the last, we will

starve in the icy wastes of the glaciers. Ay! men, women and children, we will be frozen into annihilation together, ere one free Switzer will acknowledge a foreign master.

B. I hope, sir, that gentlemen will deliberately survey the awful isthmus on which we stand. They may bear down all opposition. They may carry the measure triumphantly through this house; but if they do, sir, in my humble judgment, it will be a triumph of the military over the civil authority,—a triumph over the powers of this house; and I pray, sir, that it may not prove, in its ultimate effects and consequences, a triumph over the liberties of the people.

A. Sir, in the most express terms, I deny the competency of parliament to do this act. I warn you, do not dare to lay your hand on the Constitution. I tell you, that if circumstanced as you are, you pass this act, it will be a nullity, and that no man in Ireland will be bound to obey it. I make the assertion deliberately, and call on any man who hears me, to take down my words.

B. I shall place myself on the extreme boundary of my right, and bid defiance to any arm that would move me from my ground. This high, constitutional privilege I shall defend and exercise within this house, and without this house, and in all places: in time of peace, in time of war, and at all times. Living, I shall assert it, dying, I shall assert it.

A. It is vain that you hope, by fear and terror, to extinguish the native British fire.—The more sacrifices,—the more martyrs you make, the more numerous the sons of liberty will become. They will multiply like the Hydra, and hurl vengeance on your heads. Let others act as they will, while I have a tongue or an arm, they shall be free.

The Study of Languages.

GENGEMBRE'S METHOD OF STUDYING THE FRENCH. Cincinnati. E. D. Truman. 1850.

One of the first things, in the acquisition of a new language, is an accurate knowledge of its words and idiomatic phrases. That method of instruction and study, therefore, which puts the student soonest in possession of a large portion of the words and phrases which constitute the staple of the language studied, without vitiating or enervating his habits of study, is the best.

There are, we know, grave objections to interlinear translations, as books on this plan have ordinarily been constructed. The same objections hold good, to a certain extent, against *vice versa*, or oral translation, by the teacher. Hence the views of Milton, Locke, the Abbé L'Olivet, Hamilton, Jaccotot, Lubin, Paguini, the Abbé Radonvilliers, and others, though based upon sound philological principles, have, to this hour, failed to be justly appreciated. It is, indeed, the misfortune of almost all the improvements in education, especially those which strike boldly off from the beaten track, that they are more or less embarrassed by pretensions so extravagant, as to overtask and shock the credulity of people of cautious and sober judgment, and sometimes to provoke the prejudice, jealousy, or sarcasm of the old and decaying part of mankind. That an age or two passes away, before what is really excellent in an educational system or method, is seized upon by some earnest and ripe scholar, divested of what was extrinsic and embarrassing, and at a moment when it has become, and is really felt to be, a desideratum, is commended to judicious, practical educators, in such a way as to claim attention and respect, and to secure a large and widely useful place in sound and right educational culture.

We do not feel quite sure that this remark will be found entirely applicable to Mr. Gengembre's modification of the method of interlinear translation in the acquisition of the French. But we greatly misjudge, if

there is not, at present, an earnest demand for some judicious application of the natural method of acquiring language, not only to the modern but the classic tongues.

In constructing his interlinear translation of the first two books of Fenelon's *Télémaque*, Prof. Gengembre claims, and so far as we know, justly, the merit of a novel and important idea; viz. that of omitting in the progress of the work, every word which has been once already translated. The learner finds to his surprise and pleasure, that after having studied thoroughly the first two books, he has really mastered so large a portion of the staple of the language, that he is able to read the subsequent books with little aid from the dictionary or grammar.

In adhering so closely to his plan of never repeating word already translated, we are not certain that Mr. Gengembre has not overlooked the important principle, *repetitio mater studiorum*. We should have preferred a full and exact literal translation of the first half dozen pages, and thereafter frequent repetition of certain words and idiomatic phrases, with more copious-foot notes throughout the work. The simplicity of the plan might, with these additions, have been preserved, and while the work would have been more useful to learners of the language, it would have been more satisfactory to scholars.

The succinct grammatical treatise at the close of the book is, on the whole, judicious and admirable for the beginner; though, for ourselves, we could wish that he had made it somewhat more full. The whole work, however, is ingeniously and cleverly done, and if the demand for such aid as it offers, be really such as we take it to be, the work will be eagerly seized upon, and widely used in private classes, and in those schools and colleges in which the French language is taught.

Ohio State Teachers' Association.

The semi-annual meeting of this association will be held at Springfield, on Wednesday and Thursday, the 3d and 4th days of July next.

GENERAL ORDER OF EXERCISES.

Morning Session, Wednesday, July 3d.

10 o'clock.—Introductory address by Rev. D. Sheparson.

11 o'clock.—Reports of committees, and discussion of the following resolution, viz: "Whereas, Teaching is an art requiring great skill, as well as, science, founded on the nature of man, which must be deduced from a careful study of that nature, and from the collective experience of mankind;

Therefore, Resolved, That the best interest of the Common Schools of Ohio requires that provision be made in the organic school law of the State, for the establishment of one or more Normal Schools."

P. M.

2 o'clock.—Reports of Committees.

3 o'clock.—Discussion:—Resolved, That the intelligence, zeal and fidelity of the teacher, the interest and efficient co-operation of the public, as well as the important and powerful aid of the government in behalf of schools, would be greatly enhanced by the creation of a judicious "system of supervision of public instruction."

EVENING.

7½ o'clock. Address.—Philosophy of Education, by Prof. J. C. Zachos, A. M., of Cincinnati.

THURSDAY, A. M.

10 o'clock. Oration by Hon. Bellamy Storer, Pres. of the Board of Trustees and Visitors of Common Schools of Cincinnati.

11 o'clock. Discussion—"Whereas the influence of any collective body of professional men, whether of theology, law, medicine or education, depends materially upon the aggregate amount of knowledge, practical and general, as well as professional, which they possess, and

Adorquuqnd pəuə-qūq pur juəz pəuəqūqūə əqz uədn
with which they engage in their calling,

Therefore, *Resolved*, That teaching as a profession, can never be elevated to an equal rank in public estimation with the other learned professions, till teachers possess more knowledge, general and scientific, more skill in the practical details of their business, higher and purer sentiments of patriotism and philanthropy, and more of a self sacrificing spirit, than they have ever yet possessed.

P. M.

2 o'clock. Reports of Committees.

3 o'clock Discussion—"Resolved, that this association ought to take some efficient action for the purpose of securing an incorporation into the organic school law of the State, those provisions which they have found are now considered fundamental, wise, and indispensable to a school system.

5 o'clock. Closing Address by Prof. Wm. H. McGuffey.

THE STATE TEACHERS' ASSOCIATION.

No teacher in Ohio should fail to attend this meeting. The movements of the present day are loudly calling upon them as persons most nearly connected with educational interests, to come together and give shape and tone to the system with which they must stand or fall. The events of the next few months will probably do more to mold school matters, than those of many years past, or of many years to come. An opportunity is now presented for our teachers to exhibit their native pith and genuine power, if they have any. The State calls upon them for knowledge in regard to the occupation in which they are daily engaged, and they should impart it.

ITEMS.

WILLIAM D. SWAN, Principal of the Mayhew school, Boston, is now paying a visit to our schools. He has long stood in the front rank of educational progress in New England, and now comes to see what is doing in the great Western World for improvement in knowledge. He is expected to take a part in the proceedings of the Convention, noticed above.

MR. R. HUBBARD, Principal of the Sixth District School, and one of our most popular and successful teachers, has been chosen Superintendent of the House of Refuge. The Trustees of that institution have made a most admirable selection; but we regret that our public schools are to suffer such a loss. He will be very much missed by his own little family of teachers, and not less so by the city teachers generally, at all of whose meetings his good natured phiz has ever been as oil on the troubled waters.

MR. HUBBARD, Superintendent of the House of Refuge, on his tour to the East in company with the other teachers, will take especial pains to examine establishments similar to the one of which he is soon to take charge. A large and beautiful edifice has been erected a few miles from our city, with a fine farm attached, for the accommodation of juvenile delinquents. The trustees are anxious that this experiment, so successful elsewhere, shall prove a valuable means of reformation here. No exertions will be spared by the Superintendent on his journey, to make himself master of all the means and appliances sanctioned by practice in older institutions. To communicate any new and valuable information on this subject to him, will be doing a great favor to the West.

We had the pleasure of attending, recently, a meeting of the "Young Ladies' Lyceum," connected with the Wesleyan Female College, of this city, and we owe the young ladies the deserved compliment to state, that we were highly gratified, and deeply impressed with the taste and ability with which the exercises were gotten up. Many of the performances in vocal and instru-

mental music were highly creditable to the performers. Several of the compositions displayed talent of a high order, for richness of thought, beauty and elegance of language, as well as for the lucid and consecutive manner in which the subjects were developed. The compositions were quite equal to any which we ever heard read in any similar institution in the country. Though the reading of a few of them was so somewhat heavy and monotonous, yet it is but justice to state, that several of the pieces were read in a clear, deep, rich, impassioned tone. The emphasis was appropriate, the general movement and expression were suited to the varying demands of the sentiment. In short, some two or three of the young ladies read with the spirit and the understanding. There was a buoyancy, an airiness, a spirit and soul, in what they said, and as their voices rose or fell, became soft or high-toned, sprightly or grave, one was reminded of the beautiful and varied movements of the pleasure boat, as it glides, with varied movement, from wave to wave, from billow to billow, yielding to every variety of zephyr, breeze or gale, and to every change in the surface of the element, on which it rides so beautifully or majestically, like "a thing of life."

A few days since, an unsuccessful attempt was made to fire the public school house on Sycamore street. Some malicious individuals having obtained admission, during the absence of the teachers, went round to the different rooms, overturning desks, breaking chairs, tearing and scattering around the rooms the books of the pupils, and concluding their evil deeds by piling a large number of copy books, &c., on the floor, and setting fire to them. No serious damage was done.

At a late examination of teachers for the schools of this city, one of the candidates gravely affirmed, that Pennsylvania contained 212 square miles; and another, that South America had fully 28,000 square miles. It must have been their compeer who, at that examination promptly answered, that the first blood of the American Revolution was spilled at Lexington in Kentucky.

A Common School Convention is to be held in Kentucky, about the middle of July. It will be the first of the kind ever held in that State.

Dr. Locke, of this city, is about establishing a University here for instruction in the natural sciences. He has been peculiarly successful in imparting a knowledge of the more abstruse departments of chemistry and philosophy; and now, by actual experiments and practical investigation in the laboratory and the fields, proposes to make such improvements in different branches of study, as modern progress seems to demand.

The commencement of Woodward College will take place on the 3d of July. The present class is an unusually promising one, and the closing exercises are expected to be of more than ordinary interest. The College is one of the most richly endowed institutions west of the Alleghanies.

15000 juveniles infest the streets of our city. They attend no place of instruction, and follow no stated employment; but eke out a pitiable existence by petty thieving, and other crimes too numerous to mention. We do not know that they have any "flash" schools, as in London, where the whole science and art of knavery is regularly taught, but it is certain, that most fruitful preparation is daily made for the culprit's box, the State prison, and the gallows.

The City Council of New York have appropriated \$3000 to defray the expenses of teaching phrenography in all the public schools, during the coming year. 250,000 copies of phonetic works are now sold annually, and the sale is fast increasing.

Hurd's Grammar says, "When one preposition follows another, the first is always an *adverb*." The pithy D. A. French thus comments on it, "Where one cow follows another, the first one is always a *goat*."

The teachers in New York city, through their school paper, send a cordial invitation to the Cincinnati teachers to visit their schools. Eight of our best teachers have accepted the invitation, intending to pass on for the purpose of visiting the schools of Boston, Providence, and other places in New England, not forgetting the White Mountains. They intend to go by the way of Pittsburgh, stopping at Washington, Baltimore and Philadelphia, and to return, we suppose, by the Vermont Railroad and the Lakes.

Mr. Thacher, for many years principal of the Lower Race street school, is to leave our number at the close of the present year. A fatal malady has slowly but surely been gaining power over him, until now his strength is unequal to his labors. He leaves the profession for the quieting labors of a farm.

Quite a large portion of the poetry of the singing book used in our public schools, was contributed by one of our teachers, now an assistant, but a young man of much ability and promise.

The examination of our public schools has been conducted on a little different plan from that of former years. A select committee was appointed about a month ago, who have been employed a portion of every daily session since, in giving the higher classes a full and thorough examination. Their Report has not yet appeared, but from floating rumors, we anticipate that some changes in instruction will be insisted on for the next year. There is a complaint that Geography is not generally taught so thoroughly as in former years.

We understand that the pupils of the Columbus High School are about to leave their present lowly quarters, (a basement) for a fine edifice soon to be opened for their reception.

The Western Literary Magazine, and Journal of Education, Science, Arts and Morals, a fine monthly of thirty-two pages, has been sent to us. It offers itself as an exponent of Western talent, in the more elevated walks of literary and scientific criticism. We hail it with pleasure, and trust that it will drive back the baneful flood of Eastern effusions, and, by presenting something of wholesome, native production, check the increase of the pernicious trash now so rapidly increasing around us. It is edited at Columbus, O., by George Brewster. Price \$1.00 per annum, invariably in advance.

We understand that marriage is to take place between two of our teachers at the close of this session. We suppose that teachers have as good a right to try starvation together as anybody else. Schoolmasters need the consolation of sympathy as well as printers. Our most cordial wishes for their welfare go with them.

Two whole sets of teachers will be needed, we suppose, in the Eleventh Ward, to take charge of the schools to be started there, at the commencement of the next school year, (August proximo.)

The Cleveland High School is still expending its patience in a basement. A beautiful and commodious building, however, will be erected in a few months, and enable it to exchange its present unsuitable quarters for those worthy of its object and reputation.

May parties made sad work with our schools this year. On one occasion, several of them were compelled to dismiss on account of the great number of absences. Sabbath School May parties have

caused so much trouble to some schools, that the teachers have thought of sending a communication to the Superintendents to induce them to appoint one day for them all, or to defer them until the Saturdays, when all the schools are dismissed by law.

Twenty copies of our paper are used in one High School as a reading book. The teacher informs us, that he is highly pleased with the success which has thus far attended their introduction.

Ralph Waldo Emerson's late lectures in this city afforded a literary treat of the finest quality. For starlike radiance and ethereal beauty, they have rarely been equalled. He was listened to by a large and select audience, with the most rapt attention. His lecture room was a literary Mecca—a Platonian banquet hall of the modern "*diu majorum gentium*."

Measures are being taken to introduce chemistry, as a branch of study, into the common schools of Philadelphia.

A petition has been circulated here for the purpose of having the experiment tried, in one of our schools, of teaching phonography and phonotypy.

The witty editor of the Burlington Free Press inclines to think, that the best way to get up a good "family broil," is to send home a fat ham. Another one suggests, that the best way to ease one off, is to get up a good joke.

The gallant firemen of our city, not contented with the numerous fires which are constantly occurring during the present dry weather, have mutually agreed to satisfy themselves by striking fire from each other's noses. In innumerable instances they have been fully as successful as their compeers in Philadelphia.

Mr. Emerson says that the strength of our native tongue is to be found in the language of the street, the kitchen, and the workshop.

We would call the attention of teachers, and those interested in education generally, to the Circular of the Cincinnati Female Seminary, issued a short time since by Mr. Zachos and Miss Cox. Miss Cox's school for ladies has been long and favorably known to the community. Some changes of vital importance are to be made in the course and manner of instruction there to be given. We have no time, in this paper to notice the Circular at length, as we desire to. We must leave it for a future number, warning our friends, however, that something "new under the sun" is soon to be put into operation in this Seminary.

The article on the "Properties of Square Numbers," in continuance of an article in the last paper, has been crowded out of this number. We have several on hand which we will dispose of properly, as soon as we can.

It is rumored, that owing to the smallness of his salary, \$800 per annum, the Superintendent of our city schools is going to resign his appointment at the end of the present school year.

As Union Schools are now receiving general favor, we should be glad if the principals of some of them would send us an account of their practical working, so that to any inquiries made of us facts may be presented. Will any of the principals be so kind as to put us in possession of their main advantages as elicited by actual practice?

The pupils of the public school No. 14, in Buffalo, N. Y., lately presented to their teacher, Mr. N. P. Stanton, Jr., a silver cup valued at \$22.

Astronomers are now looking for the return of the great comet which appeared in 1264, and in 1556. It is expected about this time.

We have several books on hand to notice. Our limited time in getting out this number has prevented us from doing so. We hope to be able to present the notices in proper form in the next number.

We hope our subscribers will not be disagreeably disappointed in getting this number before the time. Circumstances rendered it necessary. We will do better in future.

Mathematical Department.

Solutions.

QUESTION 1, BY D. JAMIESON.—To complete a certain work, A requires m times as long a time as B and C together; B requires n times as long as A and C together; and C requires p times as long as A and B together. It is required to find the times, or the ratios of the times in which each can do it.

SOLUTION BY THE PROPOSER.—

Let x , y and z represent the number of days in which A, B and C respectively can perform the work. Then $\frac{1}{x}$, $\frac{1}{y}$ and $\frac{1}{z}$ represent the parts of the work which each can do in one day.

Then by the question $m \left(\frac{1}{x} \right) = \frac{1}{y} + \frac{1}{z}$ (1)

$n \left(\frac{1}{y} \right) = \frac{1}{x} + \frac{1}{z}$ (2)

$p \left(\frac{1}{z} \right) = \frac{1}{x} + \frac{1}{y}$ (3)

Subtracting Eq (2) from Eq (1), clearing of fractions and reducing, we find

$$y = \frac{n+1}{m+1}x \quad (4)$$

Subtracting Eq (3) from Eq (2), clearing of fractions and reducing, we find

$$z = \frac{p+1}{n+1}y \quad (5)$$

Or, by substituting the value of y in terms of x from Eq (4),

$$z = \frac{p+1}{m+1}x$$

If we substitute the values of y and z in Eq

(1) x or $\frac{1}{x}$ will be a common factor of each term;

hence the value of x cannot be found in terms of m , n and p . But if we assume $x=1$, then

$y = \frac{n+1}{m+1}$, and $z = \frac{p+1}{m+1}$, or by multiplying each

of these values by $m+1$, the ratios of the times will be expressed by $m+1$, $n+1$, and $p+1$.

To verify this result, suppose a certain piece of work to consist of 56 parts, and that A can do it in six times as long as B and C; B in two and a half times as long as A and C; and C in three-quarters the time of A and B; then it will be found that A can do the work in seven days, B in three and a half days, and C in one and three-quarter days, or in any multiples of these times.

In a very ingenious solution by M. McLean

he observes, "it is worthy of remark, that the numbers m , n , p , must satisfy the condition

$$\frac{1}{m+1} + \frac{1}{n+1} + \frac{1}{p+1} = 1."$$

QUESTION 2, BY J. E. HENDRICKS.—There are two circles of equal diameter, the periphery of each being divided into 44310 equal parts, and these circles are made to revolve round one common axis, in contrary directions, in the following manner, viz: One of them moves 'one of the equal parts the first day, two the second day, three the third day, and so on; and the other moves over the cubes of those numbers, viz: 1, 8, 27, and so on. It is required to find how many days each of them must move before any two parts, which are together when they start, will again come together, supposing them to start at the same instant.

SOLUTION BY ABIJAH MCLEAN.—In order to solve this question, it will be necessary to premise the following Lemma:

The sum of any series of cubes whose roots are in arithmetical progression (the first term and common difference being unity or 1,) is equal to the square of the sum of those roots. Thus, $(1+2+3+4+5, \&c.)^2 =$

$$1^3+2^3+3^3+4^3+5^3+, \&c.$$

Now let x = the sum of all the parts the first circle moves.

Then x^2 = the sum of all the parts the second circle moves.

Hence, by the question $x^2 + x = 44310$, from which $x=210$, the number of parts the first circle moves, and $x^2=44100$, the number of parts the second circle moves.

Now, to find the number of days they moved, we have given the first term=1, the common difference=1, and the sum of all the terms=210, to find the last term y (which in this case is the same as the number of terms) from the equation $y^2+y=420$, from which $y=20$, the number of days required.

This question was also solved very neatly by the proposer, Dr. Hendricks.

ACKNOWLEDGMENTS.—Both questions were solved by Abijah McLean, Dr. J. E. Hendricks, D. Jamieson, and C. Ihmsen. Question 1st was solved by Wm. Cowgill.

QUESTION.

QUESTION BY A. MCLEAN.—Any two fractions whose sum is $\frac{1}{2}$ have the following properties, viz: their sum is a square, and if each be added to the square of the other, the sums will be squares. Are there other two fractions whose sum is not equal to $\frac{1}{2}$, having the same properties? A general investigation is required.

REMARK.—This question belongs to the Diophantine Analysis, a branch of Algebra to which but little attention is paid in this country. A short but good article on the subject may be found in Young's Algebra, which is published by E. H. Butler & Co., Philadelphia.—Ed.

Temper Life's Extremes.

BY GEORGE S. BURLEIGH.

'Tis wise, in summer warmth, to look before,
To the keen nipping winter; it is good,
In life's hours, to lay aside some store
Of thought, to leaven the spirit's duller mood;
To mold the sodded dike, in sunny hour,
Against the coming of the wasteful flood;
Still tempering life's extremes, that Woe no more
May start abrupt in Joy's sweet neighborhood.
If Day burst sudden from the bars of night,
Or with one plunge leap'd down the sheer abyss,
Painful alike were darkness and the light,
Bearing fix'd war through shifting victories;
But sweet their bond, where sable twilight lingers,
Weaving the rosy with the sable fingers.

ABSTRACT OF THE

METEOROLOGICAL REGISTER,

KEPT AT

Woodward College, Cincinnati.

Lat. 39 deg. 6 minutes N.; Long. 84 deg. 27 minutes W.
150 feet above Low Water Mark in the Ohio.

BY JOSEPH RAY, M. D.

May, 1850.

Day of M.	Fahr. Ther.			Barom.	Wind.			Weather.	Clearness of Sky.	Rain.
	Min.	Max.	Mean.		A.M.	P.M.	Force.			
1	39	63	48.2	29.537	n w	n w	2	clear	10	
2	36	67	52.5	.503	e e	e	1	do	10	
3	49	59	56.8	.227	s w	s w	1	cloudy	0	1.02
4	55	59	55.5	.036	w w	w	1	do	0	.61
5	47	72	58.7	28.944	n w	w	1	var'ble	2	.03
6	43	60	47.8	29.261	w w	n w	3	do	3	
7	36	72	59.5	.222	w s	s	3	fair	6	
8	52	69	56.7	.075	s w	w	2	var'ble	1	
9	45	61	50.0	.162	w w	w	3	fair	9	
10	43	53	47.7	.214	n n	n	2	cloudy	0	
11	43	61	49.7	.265	n w	n w	3	fair	8	.04
12	41	77	59.2	.289	w w	w	2	clear	10	
13	46	76	63.3	.230	s w	s w	1	var'ble	5	
14	50	66	59.3	.046	n e	n e	1	cloudy	0	
15	56	76	62.7	28.996	n e	n e	1	var'ble	1	
16	52	84	69.0	.934	w w	w	1	fair	9	.16
17	50	73	58.0	29.028	w w	w	3	clear	10	
18	40	72	57.0	.177	n e	n e	2	var'ble	5	
19	46	79	61.2	.142	n w	w	3	clear	10	
20	51	76	59.8	.281	n n	n	2	var'ble	2	
21	48	72	57.8	.435	n n	n	1	clear	10	
22	47	77	61.3	.478	n e	n e	1	do	10	
23	53	78	61.7	.469	e e	e	1	var'ble	2	
24	53	76	61.3	.395	e e	e	2	clear	10	
25	49	82	65.0	.224	e n e	e	2	var'ble	5	
26	51	80	64.0	.264	n e	n e	1	fair	9	
27	55	75	64.7	.303	n n	n	1	var'ble	5	
28	59	69	73.2	.130	w w	w	1	do	5	
29	63	83	67.7	.118	w n w	w	1	fair	7	
30	50	76	59.7	.131	n w	n w	2	clear	10	
31	46	72	57.7	.196	n n	n	1	do	10	

EXPLANATION.—The 1st column contains the day of the month; the 2d the minimum or least height of the thermometer, during the twenty-four hours beginning with the dawn of each day; the 3d the maximum, or greatest height during the same period; the 4th the mean or average temperature of the day, reckoning from sunrise to sunrise; the 5th the mean height of the barometer, corrected for capillarity and reduced to the temperature of freezing water. In estimating the force of the wind, 0 denotes calm, 1 a gentle breeze, 2 a strong breeze, 3 a light wind, 4 a strong wind, and 5 a storm. In estimating the clearness of the sky, 10 denotes entire clearness, or that which is nearly so, and the other figures, from 0 to 10, the corresponding proportions of clearness. The other columns need no explanation.

SUMMARY—

Least height of Thermometer,	36 deg.
Greatest height of do	89
Monthly range of do	53
Least daily variation of do	4
Greatest daily variation of do	36
Mean temperature of month,	58.2
do do at sunrise,	48.9
do do at 2 P. M.	72.0

Coldest day, May 10th.

Mean temperature of coldest day, 47.7

Warmest day, May 28.

Mean temp. of warmest day, 73.2

Minimum height of Barometer, 28.841 inches

Maximum do do 29.569 do

Range of do do .743 do

Mean height of do 29.2187 do

No. of days of rain, 5.

Perpendicular depth of rain, 1.86 in.

WEATHER.—Clear and fair, 16 days; variable 11 days—cloudy, 4 days.

WIND.—N. 5 days; N. E. 3½ days; E. 3½ days; S ½ day; S. W. 2½ days; W. 9 days; N. W. 5 days.

MEMORANDA.—1st and 2d very fine and clear; 3d and 4th gloomy and wet; 7th cool and frosty; 11th drizzly morning; rest of month clear and fair—generally cool, and dry and dusty.

OBSERVATIONS.—In several respects this month has been one of the most remarkable ever experienced in this climate, either during the period of my observations (16 years), or within the recollection of our oldest citizens.

The mean temperature is unusually low, being about 5 degrees below the average for the same month. The month of May, 1838, was a little colder than the present May, but was very wet and cloudy, and of course had but little sunshine, whereas the present has been very remarkable for the amount of clear and fair weather, and the nearly total absence of rain after the fourth day of the month.

There can be no doubt as to the disastrous effects this state of weather must have upon the prospects of farmers, especially so far as the corn crop is concerned.

The general health of the city still continues remarkably good—our oldest physicians say it is the most healthy Spring they have ever seen in this city.

SPRING OF 1850.—By Spring, in meteorological reckoning, is embraced the period from March 1, to June 1, 92 days. The mean temperature of this period for 16 years, is 53.9°. The mean temperature of the present Spring is 49.07°, being more than four degrees below the average. This is a very great deviation, considering the length of the period; and, taking into account the very dry weather of the last month, sufficiently accounts for the backward condition of vegetation.

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"The title *analytical* is given to it, because that method of teaching is introduced to a far greater extent than is usual in books of this kind.

"The attention of the teacher is respectfully invited to the following prominent peculiarities of this work:

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"2. SIMPLICITY in definitions, examples, exercises, and arrangement, has been carefully studied. A particular preference has been given to English words as technical terms, whenever practicable; and when this is not so, familiar explanations and illustrations are given, so that the learner may understand every step as he advances.

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January 5, 1849.

From P. CARTER, Professor of Mathematics, etc., in Granville College.

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Ninth Month, 20, 1848.

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February 26, 1849.

From MR. HOOKER, Teacher at Mount Carmel, Ohio.

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February 28, 1849.

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C. DAVENPORT,
A. L. BUSHNELL,

Committee on Text Books."

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